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ABSTRACT

The "Purplebook" is an essential part of the "Greenbook System"--an integrated sequence of five individualized programs (Alpha, Beta, Gamma, Delta, and Epsilon) designed for professional development of college educators. The Gamma program was created for the established professional or the new-hire who has not conducted previous "Greenbook System" training. Purplebook Gamma provides guidelines for the construction of an individualized "Greenbook" containing critical data and procedural information related to his/her professional position. Purplebook Gamma guides the student is a brief study of his institution and its community, in the identification of professional commitments and their analysis into component parts, in the systematic evaluation of personal competence in each part of the professional position, and in designing strategies to bring all competencies to a level that satisfies professional obligations and self-expectations. Appendices include descriptions of various styles of programs at institutions of higher education, examples of operating and behavioral objectives, examples of general descriptions and tasks for various jobs (community college president, counselor, program manager, ombudsman, faculty member), and examples of job types categorized by functions. (DC)

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Purplebook Gamma: Higher Education Professional In-Service Training Program

Henry M. Reitan and Walter A. Coole

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OBJECTIVES

This is an entry-program for the *Greenbook System*, designed for the established professional or the new-hire who has not conducted previous *Greenbook System* training. In the *Gamma Program*, the trainee:

1. Studies, briefly, his institution and its community
2. Identifies his professional commitments and analyzes them into component parts
3. Systematically evaluates his competence in each part of his professional position
4. Using one of several possible strategies, brings all of his competencies to a level that satisfies his professional obligations and his self-expectations

These objectives are accomplished by procedures detailed in *Purplebook Gamma*, using *Greenbag* worksheet materials (see ERIC publication). The result is a large notebook which reflects work done in an orderly manner and can be used as a personal procedure-manual by the trainee.

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NOTE. On page vi, the trainee is advised to consult the *Greenbook Abstract and Catalog*. This is now published occasionally through ERIC.

We'd welcome suggestions and questions...

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JC 750 238

PURPLEBOOK GAMMA

HIGHER EDUCATION PROFESSIONAL IN-SERVICE TRAINING PROGRAM

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II	Job Analysis
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V	Decisions

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III	Examples of General Descriptions of Jobs
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V	Functional Categories—Examples

TO THE TRAINEE

If you are accustomed to "independent learning system" methods, you'll recognize this Greenbook Program as another of those things—this time, adapted to your present purposes of analyzing and upgrading professional skills.

If "independent learning system" methods are unfamiliar, you might feel a little constrained at first. Once you are accustomed to the method, we hope you will prefer our approach to the traditional way of doing things.

During the first few pages of the Purplebook, you will be led rather closely—but as the situation unfolds, you'll find the system flexing more and more to your desires and tastes. So, please bear with us—we're on your side!

For most of your educational career up until now, you've been pretty thoroughly conditioned about using ink or typing your work. In the Greenbook Program, you should now reverse that conditioning and substitute the following habit:

ALWAYS USE A #2 LEAD PENCIL WHEN WRITING IN YOUR GREENBOOK!

You will find occasions when it is necessary to go back and modify work already done.

The Greenbook System has other programs that are similar in structure. Some of the work done in this first cycle of Greenbook activity will be converted to use in the next go-around.

A word about our nomenclature . . . (for the curious) . . .

Ludwig Wittengenstein's philosophical doctrines are contained—in part—in two small volumes entitled the *Blue Book* and the *Brown Book*. While our style and philosophic preferences diverge from the Wittengenstein tradition, we thought we'd like to write a Greenbook. But as we got into the job, it became apparent that you, our student, will be writing your own Greenbook. So, we had to settle for being co-authors of a *Purplebook*. (Or two; or three; or so . . .)

* * * * * *

In composing your Greenbook, you will draw heavily on your unique talents, aspirations, and experience. In part, you'll be provided with fragments that we have assembled—if they happen to pertain to what you're after.

But more important, we'll be leading you toward constructing your own learning experiences, toward the future you want—which can't be anticipated from our desks. In doing this, we've provided what seems like a good outline of strategy—based on good learning theory and workable principles of career development.

In order to avoid forcing things on you by setting up a ready-made Greenbook, we've assembled materials you may be able to use and have transmitted them to you in another container: the *Greenbag*.

The Greenbag accompanying this trainee's manual contains an assembly of worksheets and other materials to be used in the work of the program. At this point, you may assume that the whole project will range in time-requirements from 200 to 400 hours' work—thus, a completion of the Greenbook Gamma Program contemplates more than one traditional "course." (Some applications of the System involve even more scope and time.)

While you should aim for completion of a Greenbook Program over a long period, we have built the System so that completion of any part of the sequence will have value at about the same proportion as the time invested.

Your Greenbag will contain a few sheets which may not be useful to you—the same package is used for slightly different purposes in the other four programs of the Greenbook System. Save the pieces—they may be useful elsewhere. If you run short of some of the worksheets, you may develop your own models or duplicate what we have provided in the Greenbag.

In the pursuit of your goals through the Greenbook Gamma Program, you will be referred to the *Greenbook Abstract and Catalog*. This is a quarterly newsletter which describes the current state of the Greenbook System and lists low-cost optional materials developed both by the authors and by trainees and teachers using the System. If the Greenbook Abstract and Catalog is not otherwise available to you, and you wish to use it, you may subscribe to it.

We'd appreciate your suggestions, criticism, comments and contributions to a continuously improving system of professional training.

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JOB I
Your Professional Position

The tangible result of this part of your in-service training program will be analyses of the institution, the community, and your professional position within these. The worksheets you complete in the process will not capture every subtle detail, but will draw your attention to some of the factors which contribute to the uniqueness of your role.

In the Greenbook System, we assume that every professional in higher education is unique. As a consequence, we expect that your training-needs will be different from any other person's.

PRELIMINARY TASKS:

a. Get a 2" 3-ring binder—any color will do, but if you're playing the game with a sense of humor, a green notebook would be appropriate.

b. Extract the dividers provided in your Greenbag. Put them in your notebook.

The object you have constructed shall hereinafter be called a Greenbook, no matter what color it is.

Please extract from your Greenbag, the sheet labeled "Institution Study." You will note that there is an identificaiton number in the upper right-hand corner of the front side: "0.2.1."

Because your Greenbook is a loose-leaf binder containing stuff you select, we shall use conventional page-numbering only for bundles of information. By using an identification number for major placement within the Greenbook, you will be able to control most of the ordering of your Greenbook.

Here's the convention of identification numbers:

The first digit will indicate the division of the binder in which the sheet or pamphlet goes: the remaining digits will indicate the order within the division; (more will be said about that later).

TASK 1. On the "Institution Study" sheet, write your name in as an observer. Scan the sheet on both sides to get an idea of what you will be looking for. Store it in your Greenbook in Division 0.

TASK 2. Read Appendix I: "Styles of Programs at Institutions of Higher Education."

TASK 3. Complete the Inst tutional Study. If you can, find official or informal objectives and insert them in your Greenbook, immediately after the study sheet. See Appendix II.

TASK 4. Complete the community study on the reverse side of this sheet. If available, include a map of the area in your notebook. In case you are puzzled about the nomenclature "highbrow," etc., see Lynes, Russell: "Highbrow, Middlebrow, Lowbrow," in *Harper's Magazine*, Volume 198, February, 1949.

Please extract from your Greenbag: 0.3.1: Position Study. This worksheet will be filed in your Greenbook, immediately after 0.2.1 you have already completed.

A professional POSITION is made up of a number of JOBS. The most important JOB you do in meeting your contractual obligations usually provides your POSITION TITLE. But every professional position in higher education carries other FUNCTIONS—JOBS, in the jargon—and these other functions must be accounted for explicitly.

Within each JOB or FUNCTION, there are some *tasks* that are performed frequently by most people doing the JOB or FUNCTION. Practically all teachers test students; whether they're graduate-school professors or Sunday-school teachers. *Testing* is a TASK of the teaching FUNCTION.

True, the methods are different and the degree of task-skill required differs from one JOB to another. But they all test their students in some way.

* * * * * *

And then the TASKS of life are composed of OPERATIONS—many OPERATIONS transfer readily from one TASK to another. For instance, the OPERATION of adding whole numbers is used by accountants, scientists, and housewives—and each uses this operation in a number of different ways, according to the TASK at hand.

* * * * * *

If you're accustomed to "system" instruction, you'll have noticed that the Greenbook Program has had done with the jargon of pedagogy—and replaced it with other lexiography.

We're using the jargon of personnel management, instead.

Instead of "unit" we're saying "job." Instead of "assignment" or "lesson" we're saying "task." We'll deal with "operations" more extensively later.

Our concern in this Purplebook will be to assist you to:

- get a clear and fully-analyzed conception of your position
- account for competence already attained in those tasks and operations which compose your position
- accumulate procedural and factual lore for use in carrying out the tasks of your position
- extend your skills to higher degrees of proficiency

Subsequent Purplebooks will be available to show you how to extend your proficiency in your present position or to prepare yourself for different positions.

TASK 5.

Operation 1. Enter your position title.

Operation 2. Check "current."

Operation 3. (Optional) Collect and file behind this sheet, several job descriptions of similar positions at other institutions; check "Typical Job Descriptions."

Operation 4. Write your degree in "Academic Qualifications."

Operation 5. Write a general description of your position; if available, use the official language of your contract or other institutional literature. You may wish to confer with an authority of your institution to make sure that this general description is correct.

One of the marks of a fully emancipated and autonomous person is that he is able to preserve his essential and unique personality amidst the changing roles and functions that life demands of him.

In order to accomplish this characteristic, you should be aware that a professional in higher education is expected to perform a variety of duties of differing significance. Some of these duties will attach strongly to your position; your contract might spell these out uniquely for you.

Other duties are less important, and are not customarily mentioned in the legal language of employment contracts—but they are "expected," nevertheless.

In many cases, a professional staff member has considerable latitude in determining which of a number of alternatives to choose, and may do so in terms of his own tastes and abilities. In other cases, it is simply a matter of *ipse dixit* from the Boss!!

We shall use the words JOB, DUTY, AND FUNCTION as meaning roughly the same thing. All three are used to designate the identifiable components of a professional POSITION. We will favor the word JOB in order to remain consistent with our resolution to use the language of personnel managers.

As the Purplebook's organization suggests, JOBS are analyzable into TASKS and, in some cases, further analyzable into OPERATIONS. We'll worry about the finer discriminations later.

As a preliminary to formulating a list of JOBS for which you are to prepare yourself, it will be quite useful for you to get clearly in mind the kind of duties you may be called upon to perform as a professional.

We will call the KINDS of JOBS: "FUNCTIONAL CATEGORIES."

We believe that we have all of the categories neatly enumerated in the following list:

1. Institutional service and management
2. Program operation
3. Instruction
4. Counseling
5. Policy
6. Disciplinary practice
7. Public service

---

8. Professional organizations
9. Non-contract activities.

The later two are not, strictly speaking, required activities, but they are so much a part of professional life that they bear accounting for and preparing toward.

Before we begin working up a JOB list for your POSITION, we will provide you with a memory-task that will be invaluable as a means of suggesting possibilities. By doing the memorization work first, you will be able to accomplish, through routine, what untrained thinking takes years to do: memorize the list above.

MEMORY TASK! Look at Appendix V. Remember what is in it.

Easy, wasn't it?

JOB II
Job Analysis

To work creatively within the limitations of institutional life, you must have a clear and distinct conception of your various jobs; the significance of what you're doing, at well as a thorough mastery of the skills involved.

The several tasks at hand will produce well-analyzed studies of the duties that are entailed in your position. The tangible reflection of your investigations and thinking will be a Job Analysis of each of the duties you are committed to.

your Greenbag, you will find several copies of a Job Analysis sheet. Extract *one* copy and inspec ..

TASK 1. In the accomplishment of this task, you will learn how to complete portions of the front side of the worksheet. Open your Greenbook to the position study (0.3.1) and examine the job list.

Select the job with a functional category between 1 and 7 with the *least* importance. This is the job we shall analyze in this task; it should be the least complicated.

Operation 1.

(a) For the identification in the upper right-hand corner of the Job Analysis, write the functional category in the first blank space; and the section number (# from the position study) in the second space. This will determine the order of storage in the Greenbook.

(b) Write your name in the space marked "analyst."

(c) Copy the title, "responsibility to," and "% importance" from the position study to the Job Analysis.

Operation 2. Write a general description of the job, following models given in Appendix III. Some educational job descriptions are given in abbreviated form in the United States Department of Labor's *Dictionary of Occupational Titles* (1965).

Operation 3. If you can think of a way that you might be evaluated *in terms of accomplishment,* express those standards in language of quantitative or qualitative observables in the appropriate space.

Operation 4. Describe the significance of the job in terms of institutional objectives.

Operation 5. Examine your work carefully. Could a reader interpret it without explanation or reference to other documents? If so, you are ready to file your analysis sheet in the appropriate division of your Greenbook.

TASK 2. Complete a Job Analysis sheet for each of the remaining jobs on the Job List of your position study.

Work, first, on jobs in functional categories 1 through 7 in *ascending* order of importance.

Then, work on Categories 8 and 9.

DISCUSSION

By now, a thoughtful reader may be a bit awed by the diversity of things that college educators are called upon to do.

Consider the following fragments from Descartes' *Discourse on Method**. . .

> . . . "I have never presumed to think my mind in any way more perfect than ordinary men's; indeed, I have often wished I had thoughts as quick, or an imagination as clear and distinct, or a memory as ample and as readily available as some other people . . .
>
> But I venture to say that I think I have been very lucky; for certain paths that I have happened to follow ever since my youth have led me to considerations and maxims out of which I have formed a method . . .
>
> I was brought up on letters from my childhood; and since it was urged on me that by means of them one could acquire clear and assured knowledge of all that is useful in life, I was extremely eager to learn them. But as soon as I had finished the whole course of studies at the end of which, one is normally admitted among the ranks of the learned, I completely altered my opinion. For I found myself embarrassed by so many doubts and errors . . .
>
> [I resolved] to direct my thoughts in an orderly way; beginning with the simplest objects, those most apt to be known, and ascending, little by little, in steps as it were to knowledge of the most complex; and establishing an order in thought even when the objects had no natural priority one to another.
>
> And . . . to make throughout such complete enumerations and general surveys that I might be sure of leaving nothing out."

Perhaps, also, you've been wondering why your Greenbook is a 2" ring binder, when neither its original content nor the sheets in the Greenbag would account for the need for that much thickness.

Here's the explanation . . .

In following Descartes' strategy, you will soon analyze the several jobs in your position into component tasks, and in some cases, even further into operations. You will then be able to . . .

- plan your learning needs and seed them out systematically
- capture opportunities to learn easily and cheaply the skills and information that happen to present themselves by sheer luck; for serendipity is a result of readiness
- account for demonstrations of competence in relevant areas while the opportunity remains
- assemble procedural lore in an orderly collection so that it can be retrieved when needed

Within a month or so, you'll probably find that the 2" binder will overflow. At that point, we suggest that you expand by acquiring a second 2" binder and dividing the contents of your Greenbook into two parts, but preserving the order.

* * * * * *

How Do You Distinguish Between a "Task" and an "Operation"?

Is it merely a matter of *size*, or is there something else involved?

True, a TASK is made up of smaller OPERATIONS, but there are additional clues . . .

- TASKS are generally specific to one or a few other jobs, while . . .
- OPERATIONS are frequently adaptable to other tasks and jobs.

*Quoted *in passim* from Anscombe & Geach: *Descartes' Philosophical Writings*, New York, Thomas Nelson & Sons, 1963, pp. 7-21.

For instance, in doing *his* JOB, a head counselor has the task of

- *listening* to students describe personal problems while a department chairman's job involves the task of
- *listening* to subordinates give suggestions concerning the allocation of secretarial time among his staff.

The JOBS are different; and they entail divergent TASKS. But they involve a common OPERATION, namely, *listening*.

(We'll have more to say about the topic of listening, later.)

In Task 3, you are going to develop a task list for the first Job Analysis you did. One of the few tasks that appear in a number of professional jobs in higher education is that of drawing up task lists.

And so for your convenience, we've done a brief on the task of drawing up task lists. It's next in your Greenbag. This little paper is entitled:

TASK STUDY: DRAWING UP TASK LISTS

You should read it before undertaking Task 3. (Don't try to file it in the Greenbook, yet.)

TASK 3. Using the first Job Analysis you filled out . . .

Operation 1. List the tasks involved in the job, using one or more of the techniques suggested.

Ignore the column marked "X Ref" for the time being.

Operation 2. Leave the remaining columns blank for now.*

DISCUSSION

Before you go on to the next task—obviously, to complete task lists for the remaining jobs on your list—it will be convenient to get some idea of what's coming up in the next few jobs in the Greenbook Program.

Just as your position study was analyzed into jobs, your Job Analysis will generate task studies like the one in the pamphlet you read. The one that we provided was a rather specific one that applies to our way of doing things; and yet, we were, in this case, able to provide this information for you.

In many cases, though, the uniqueness of your standards, aspirations, and personality will determine that you will do your own task studies.

As we said before, your professional position will *probably* include task list development; *probably* in several different contexts. And so, in opposition to the general rule, we're going to ask you to assume that this task (writing task lists) will be a task that crops up in more than one of your jobs.

TASK 4.

Operation 1. Open your Greenbook so that the divider for Division 1 (Institutional Service) is facing you on the right and all material for Division 0 is on the left.

Operation 2. Open the rings and place 0.4.1 on the right side.

Operation 3. Pull from the Greenbag: 0.4.0. Put it in front of the brief and close the rings on the notebook.

All task studies, whether they're our product or yours, will be placed into this section when they treat tasks common to two or more jobs.

*This is an example of a null-operation. It tells what one does *not* do in the execution of a task.

When this happens, write the identification number in the "X Ref" column of the task list and the back of the job analysis.

After this brief excursion into tasks that deal with tasks, let's return to tasks that deal with job analyses!

TASK 5. Develop task lists for each of the remaining jobs in your position study. Work, first, on jobs in functional categories 1 through 7 in *ascending* order of importance.

Then work on Categories 8 and 9.

OPTION

If you wish to order prepared materials from the Greenbook Catalog do so now.

TASK 6. Review everything you've done so far.

Think over what you've done.

JOB III
Task Study

This Job will generate considerable girth to your Greenbook.

As a preliminary to doing task studies, we shall begin by teaching you how to conduct them systematically. Our paradigm will be one of the few tasks and operations that are really widespread in our profession.

TASK 1. On a sheet of notebook paper, make a list, described in . . .

Operation 1. Review each job analysis in your Greenbook. From each job's task list, identify each entry which represents being a member of a committee, department, professional or scholarly society, trade union, or community organization. Also, include such activities as legislative liason and appearing before governmental agencies.

List all such tasks, along with their job task numbers.

Operation 2. Pull the following from your Greenbag:

0.4.2: Task Analysis: Organization Officers and Members
0.5.1: Operation Analysis: Parliamentary Procedure

Operation 3. Study those materials carefully, but do not attempt to complete the learning processes described.

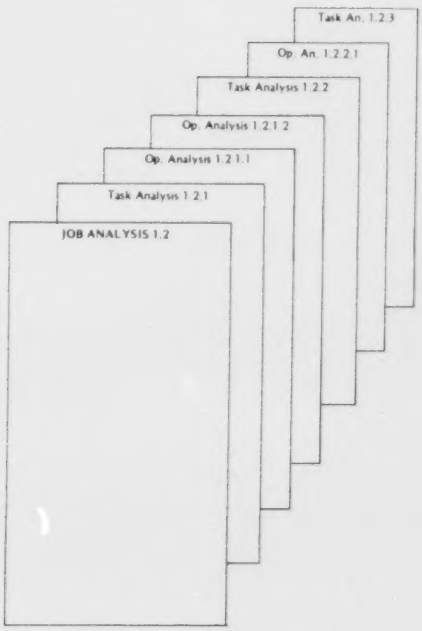
Operation 4. File all materials in the appropriate places in your Greenbook. Temporarily, file your notes immediately behind 0.5.1. They will be useful in later cross-referencing.

DISCUSSION

You have now had some inkling of the role that task and operational literature will play in your Greenbook. We selected the task list and organizational membership issues as training-grounds because of their widespread utility, not because of the profound nature of their content.

Because task list formulation and membership are tasks of some general usefulness, regardless of your position—and because they crop up in all sorts of jobs, we have led you to storing this literature in the general division of your Greenbook. Not all task and operational literature will be stored in this fashion—only items of general application across your position.

As a rule, tasks and operations that are peculiar to one particular job will be stored immediately after the job analysis. Thus . . .



Our convention about identification numbering is this:

For Tasks of Widespread Usage–

The division of the Greenbook | The section of Division 0 devoted to tasks (always "4") | An arbitrarily assigned number, probably representing the order in which acquired. (Might be greater than 10.)

For Operations of Widespread Usage

The division of the Greenbook | The section of Division 0 devoted to operations (always "5") | An arbitrarily assigned number, probably representing the order in which acquired. (Might be greater than 10.)

In the remainder of the Greenbook, identification numbering for tasks and operations whose literature is stored with the associated jobs–

The first digit will be that of the notebook division

The second digit will be that of the job

The third digit will be that of the task

The fourth digit–if an operation–will be that of the operation itself.

A word about content-listing, cross-referencing, and relating . . .

As you will appreciate soon, it will be imperative to be able to locate your analyses and literature easily and systematically. Within the main part of your Greenbook, you will be able to locate your functional categories and jobs by use of the indexing. Each job analysis allows for a further breakdown to tasks; and each task analysis allows for access to subsidiary operations.

When you find that a particular task is done within two or more jobs, pull it out of the specific section in which it is located and place it in the general division under 0.4. Change its identification and note its removal in the job analysis cross-reference. Similarly, operations.

For the task and operations sections of the general division of your Greenbook, you should maintain a list of analyses at the front of the section.

You have already placed the General Task Studies sheet (0.4.0) in its proper place.

TASK 2. Place the General Operation Studies sheet (0.5.0) at the front of your operations in Division 0.

Your next small task is to begin accounting for your learning accomplishments systematically.

TASK 3. Pull the Job Learning List from your Greenbag and enter each job title in your Greenbook. File the list in Division 0.

In our next step we will ask you to evaluate the importance, required competence and learning difficulty of each task you have identified. At the moment, we will only be concerned with very gross evaluations; we shall use the numbers 0, 1, and 2 to express these evaluations.

For each task, we have provided for three evaluations to be made.

#	Importance	Required Competence	Learning Difficulty
0	No importance	No special requirement	Already skilled
1	Some	Common sense	Minor
2	Critical	Some degree of technical or professional skill	Moderate to hard

It is not necessary to memorize or to split hairs over these distinctions. Just remember that . . . 0 = none; 1 = some; 2 = lots.

TASK 4. Inspect each of the job analyses you have completed and estimate the importance, required competence, and learning difficulty of each task—FROM YOUR VIEWPOINT—by writing "0," "1," or "2" in each column.

Now, here's where the old Greenbook will begin to get fat!

TASK 5. Work your way systematically through each job analysis in your Greenbook. From each task list . . .

- initiate a task analysis sheet for each task (remember, where tasks apply to more than one job, store the task sheet in the general division of your Greenbook, cross-referencing them and noting them on the General Task sheet.)

OR

- use stock task literature, planning later to doctor them up to suit your own needs and tastes
- for each sheet thus initiated, fill in the name of the analyst; yourself or a colleague if it's mostly his work
- list the task title, related jobs, and their identification numbers; also copy from your job analyses, the assessment of importance, required competence, and learning difficulty.
- enter the task identification number and title on the Task Learning List (from the Greenbag).

When you have completed these chores, file your Task Learning List and all Task Analysis sheets.

As you proceed, add any further tasks that may occur to you as being part of a job.

DISCUSSION

With the two prepared "stock" task analyses you have already examined, you can see that the stock materials provided are only models to suggest content--and a convenient bookkeeping format.

In practice, task analyses can vary widely. Some conform closely to the stereotype of "systems" documentation; others can be done loosely, following the pattern only in a general way.

And so, with the next task, you will take over a large portion of the control, initiative, and choice in the construction of your Greenbook.

We suggest that under "references" you list two kinds of material: (1) some simple "how-to" lore and (2) some more profound work, which explores principles based on empirical research.

If you happen to be able to rip procedural lore from an old periodical, or make a dry-copy of it (and it isn't too bulky), punch the pages and store it immediately behind your job, task, or operational study materials. This will provide you with a permanent source of quick information. If you do this, it may be a good idea to put the identification number on the item inserted.

As to whether or not to list the operations of a task; use your own good judgment and taste. You've made some estimate of the situation already. It may be better to over-learn slightly.

When you do develop an operations list, keep in mind the desirability of cross-referencing common operations and storing them in the general division of your Greenbook. This will save you considerable time and effort.

When you construct a task learning procedure, you should separate the procedure into two steps:

1. STUDY: what books or articles are to be read; what part of an academic course; which workshop . . .
2. DEMONSTRATION: means on-the-job performance or simulation. (Self-examination or evaluation is sufficient in almost all cases.) Be specific as to when you did the demonstration; name dates and places.

TASK 4. Complete task and operation studies on all components of your position.

OPTION

You may now wish to review the current Greenbook Catalog and order additional materials. We'd appreciate your sending along suggestions of task studies to be undertaken for professionals in your career field.

TASK 5. Review your Greenbook from one end to the other. Enter all operations to be learned on your Operation Learning List (from the Greenbag).

Operation 2. Pull the Equipment Checkout Pamphlet (0.6.4) from the Greenbag. If you feel that you should use it to account for mastery of professional gear, place it in your Greenbook. (We'll leave the development of this list to you.)

When you have completed the five tasks of Job III, you will have designed your professional training program. The next job will be to undergo that professional training program systematically.

JOB IV
Proficiency Learning

The whole content of this job will be to learn all the jobs, tasks, and operations you have developed in exploring your position.

You may wish to read Job V, P. 5.1 before selecting among the following and proceeding.

PLAN A

Follow no preplanned order in attacking your learning-lists. Periodically, review your learning-lists and fill in the "date completed" columns only.

At a later date, you should account for all job mastery at one time.

PLAN B

Each week, review your task- and operation-learning lists, keeping in mind what activities you anticipate in the immediate future. As you identify learning opportunities, note the fact in the "date planned" column.

Once each term, sum up completed job-learning in the Qualification Accounting section of Job Analysis sheets AND look for tasks and operations that can be mastered during vacation time while doing non-academic activities; i.e., sort out short-term jobs, volunteer service, visits to media suppliers, professional workshops.

PLAN C

Examine student opinion summaries and evaluations of your supervisor. Pick out items *they* mention as needing attention. Use them to pick out tasks and operations to learn *first;* second, pick out tasks you feel are occupying too much time or that you dislike doing. List these for *second* priority. Then take the remaining tasks at the least priority.

The rationale for this is that if you can get other people off your back and reduce the time spent on "garbage hauling" chores, life will be more pleasant.

PLAN D

Devise your own priority-scheme and set yourself a sequence of deadlines.

AN INVITATION

In the prosecution of Job IV, you will very likely develop job-, task-, or operational-literature or learning procedures that haven't been developed before.

Or perhaps you'll encounter some materials from the *Greenbook Catalog* that you think can be improved upon.

If either case arises, we'd like to see what you've developed. If it fits general needs, and its quality is good enough, we'll give you the credit for its publication. Send final drafts to the address listed in the introduction. (Please send a stamped return envelope.)

All print material should be typed on 8 1/2" X 11" bond with carbon-type ribbon; drawings should be in india ink. All audio materials should be monaural cassettes.

Please do not include any copyrighted materials.

JOB V
Decisions

TASK 1. Stop doing Job IV.

Task 1 is obviously a very simple thing to do. The problem that confronts you is not deciding *how to accomplish it*, but *when*.

Indeed, you may very well get so engrossed in the mastery of skills and learning of facts that you forget to quit.

We'd like to suggest that you keep the following indicators in mind as signals to stop:

a. when you've completed the whole inventory of jobs, tasks, and operations to be learned and have satisfied yourself or others that you've learned everything on those lists to the standards you've identified;

b. when you've undertaken a new position or anticipate a position that's radically different;

c. when you've taken a position at a new institution.

TASK 2. (One more time.) Review everything you've done in building your Greenbook.

Now, let's dream a little . . .

What would you like to be doing ten years from now?

The first worksheet you encountered in your Greenbag was "0.1.1 Ten-Year Goal." We asked you to save it. Now's the time to reduce your dreams to a more explicit statement.

TASK 3. Using "0.1.1," describe what kind of position you'd like to be holding ten years from now. On the reverse side, list some steps you think you could take to progress from your present position to the situation you'd like to hold ten years from now.

Assuming that you'd like to continue with the Greenbook System for Professional Training in Higher Education, we'd like to invite you to make a choice between one of two further programs: Delta and Epsilon.

The Delta Program is for professionals who anticipate remaining in the same position for several years and wish to increase their competency, while accounting for minor changes in contractual obligations and institutional evolutions.

The Epsilon Program is for professionals who anticipate or are thrust into radically new situations: new positions or new institutions.

To enter either, you'll need a new notebook, a new Greenbag, and the appropriate trainee-manual: Purplebook Delta or Purplebook Epsilon.

"May you wear your profession in health."

Henry M. Reitan
Walter A. Coole

APPENDIX I

Styles of Programs at Institutions of Higher Education

AUTHORITARIAN

This style of instruction and administration has been the traditional style of most American colleges and universities during the 19th and early 20th centuries. Its demise began with the return of WWI veterans to the campus, but it's been a long time dying.

The institution is considered to stand *in loco parentis* and the students are led along curricular paths willy-nilly "for their own good."

Almost uniformly, the program becomes centered in the teacher or the administration in its operation. Instruction is typically lecture-method, where the teacher performs as an artist while the students are observers.

(This is not the authors' idea of good preparation for life in a pluralistic democracy.)

* * * * * *

NON-STRUCTURED

This style of instruction and administration minimizes administrative control of the curriculum and leaves the program largely in the hands of students. The students are expected to learn from risk-taking ventures of their minds.

The instructor's role is that of a "facilitator" and companion.

The students may frequently absent themselves from the institution for extended periods of time, investigating subject matter and carrying out projects "in the field."

SYSTEMS

Systems instruction places choices before the student as to goals: then prescribes a procedure or a variety of procedures whereby the student can attain his goals. The detail of the prescription varies with the degree of sophistication the student demonstrates.

The control of a systems-managed institution is divided equally between students and staff; the students generally determine the goals to be sought, while the institution's staff produce the most effective means of attaining them.

APPENDIX II

Operating Objectives and Apparent Behavioral Objectives

Very few institutions of higher learning have a clear-cut, formal statement of what they are trying to accomplish. In many cases, however, they have formulated fairly clear-cut operating principles: i.e., HOW they are attempting to function.

We shall use the term "operating objectives" to designate the latter.

Operating objectives state what kind of facilities the institution intends to run. One example of such a statement appears in the Skagit Valley College catalog,* thus . . .

OBJECTIVES

The prime objective of Skagit Valley College is to offer educational and cultural service to the community. This carries a commitment to offer a variety of educational programs for students and adults of varying abilities, interests, and occupational objectives.

Specifically, the College offers course work and programs in the following broad areas:

a. Lower division pre professional curriculum for transfer to senior universities, applicable toward the baccalaureate degree.

b. Occupational fields for entry into specific vocations and further training for increasing occupational effectiveness while pursuing a vocation.

c. Developmental education for students who are not prepared to pursue college work or occupational programs.

d. Continuing education for citizens in the community who may desire further preparation in general education, in a vocational field or in an avocational venture. The programs and courses can be varied and modified to meet the needs and demands of the people in the community.

Skagit Valley College seeks to assist each individual to function effectively as a member of a family, a community, a nation, and a world. Through individual counseling, through discussions with faculty advisers, and through class contacts, the staff members seek to make each student aware of his potentialities, his needs, and his basic interests. He is encouraged to choose curricular and extracurricular activities in fields of study and preparticipation which will prepare him for a life work, make him worth more.

* * *

Such a statement, useful for certain purposes, tells what the institution is doing, operationally. However, it doesn't tell what the institution is supposed to accomplish.

In 1973, the Washington Community College District No. 4 (which is virtually identical with Skagit Valley College) adopted a statement of educational policy which describes in general terms, goals toward which the instructional program is supposed to converge.

The statement, which is subject to review and revision periodically, is as follows.

*1971-1972

GENERAL STATEMENT OF POLICY FOR THE EDUCATIONAL PROGRAM IN COMMUNITY COLLEGE DISTRICT NO. 4*

Introduction

The *senior goal* of Community College District No. 4 is to facilitate student's learning (1) so that they can attain realistic goals commensurate with their needs and abilities; (2) insofar as the public is willing to support the effort.

The *primary means* for achieving this goal is the District's educational program; all other functions of the District are justified insofar as they support learning.

The *purpose of learning* is to achieve self-realization and self-support with self-respect.

General Statement of Policy

While the result of some learning is intangible, most learning is indicated by a change in the behavior of the learner. Some changes represent new departures for the student; others are simply further refinements and developments of skills, viewpoint, and knowledge.

Within each segment of the student's program of studies, he should progress toward one or more of the following accomplishments:

1. being able to define and solve *problems* on the basis of relevant facts and plausible alternatives. The student should be aware of the relationship between his solutions and social customs.
2. identifying a *pattern of living* he prefers and a means of achieving it;
3. achieving occupational and professional proficiency—
   a. for some students, the completion of their study should provide for securing and maintaining employment. The student should also be prepared to participate in upgrading and retraining to maintain his employability;
   b. for others, the completion of their study should provide satisfactory progress toward goals which may require further training at senior institutions or specialized technical schools;
4. maintaining and improving mental and physical *health*. The student might also identify one or more recreational activity which he can practice throughout his life;
5. interacting with *other people* intellectually, socially, and physically. The student's education should insure that he has requisite communication skills and knowledge to participate in society;
6. accepting *responsibility* for himself: for the pursuit of his own interest and welfare without undue dependence on others; for his actions and inactions and for their effects on other people; and for his obligations to other people.
7. it is desirable that a student be acquainted with his *heritage*. This body of knowledge includes the sciences as well as the humanistic disciplines. The student should:
   a. show evidence that he has *organized* his learning in a pattern consistent with his educational objectives;
   b. *relate* his learning to the conduct of his life;
   c. *respond* knowingly to elements of his heritage;
   d. *seek* out *further learning;*
   e. participate actively in the *development* of his culture.

The "Open Door Policy"

Students should enter appropriate curricula, converging upon the general goals stated above:

*Washington Community College District No. 4: *Policy Manual.*

1. according to their expressed desires and needs;
2. with consideration of their demonstrated mastery of learning skills identified as necessary for success in the program(s);
3. at a level consistent with the student's mastery of the instructional or developmental objectives of the program.

* * *

We use the phrase "apparent behavioral objectives" in those cases where the institution is unable to develop an official list of desired changes of any significance.

Apparent behavioral objectives must be developed by inference from the curriculum requirements and similar sources, and are never completely finished. Such an inference is usually a very insecure kind of induction and never to be trusted, unless an official of the college is willing to sign his name to such a document.

APPENDIX III
Examples of General Descriptions of Jobs

COMMUNITY COLLEGE PRESIDENT

The president is the administrative officer with authority and responsibility for the control and management of the community college in all its operations. . . . From "Presidential Search," issued by the Seattle Community College District, 1971.

COUNSELOR

The counselor provides competent professional services as may be required by students in determing their individual goals and in solving the personal problems which are barriers to their educational process. . . . From "Student Services at Skagit Valley College," which includes job descriptions for all student-service personnel.

PROGRAM MANAGER (SYSTEMS-STYLE)

As program manager, he may or may not hold a title of "chairman" of something or other, but as a one-man department, he must see that the management is done or go mad. He is responsible for the total operation of his program, providing not only managerial functions but instructional and clerical functions, not otherwise manned. His actual working merges management and teaching more completely than the traditional line-organization pattern would allow; for the systems approach draws no fine distinction between teaching and learning—thus some systems guys are hard to classify clearly as "chairman," "instructor," or "student."

OMBUDSMAN

An ombudsman in an academic institution has unique responsibilities: to initiate change and to maintain open communication-channels. He does not initiate actions under these responsibilities on his own; rather, he does so upon complaint from some other member of the academic community, which, in his judgment, may indicate the coming of a breakdown in the system.

The ombudsman's typical responsibility is to the governing body of the institution and the method by which he is chosen for his office is usually a procedure which is deliberately atypical for appointments in that institution.

(The preceding two examples from the scrap-heap under the junior author's desk.)

FACULTY MEMBER, COLLEGE OR UNIVERSITY

Conducts college or university classes for undergraduate students, teaching one or more subjects within a prescribed curriculum. He may also conduct research and scholarship associated with his academic specialty, or perform other related duties.

* * * * * *

This example was paraphrased from the Department of Labor's *Dictionary of Occupational Titles.* Notice that this statement is more like a "position description;" it takes account of a diversity of jobs within one statement.

APPENDIX IV

Examples of Task Lists

COMMUNITY COLLEGE PRESIDENT

Specific Responsibilities

To provide leadership to the faculty and students in the continuous task of improving the services of the college and in accomplishing its aims and objectives.

To provide leadership in the development of college policies by involving faculty, administration, Executive Committee and Board of Trustees members in the formulation of policies.

To carry out the adopted policies of the Board of Trustees with discretionary judgment.

To promote the goodwill of the general public at all times, and to maintain close working relationships between the college and the community it serves.

To see that the goals, services and functions of the college are interpreted to the community.

To plan—with the cooperation of students, faculty, and administration—the development, revisions, extensions, and improvement of the curriculum for submission to the Executive Committee and the Board of Trustees for consideration and adoption.

To keep the Executive Committee and the Board of Trustees informed as to the conditions of the college and the activities and problems of the staff and students.

To insure the practice of equal opportunity of employment for all persons, and to strive to maintain a staff (faculty, classified, administrative) representative of the ethnic and cultural groups in the communities being served.

To make recommendations to the Executive Committee, and to the Board of Trustees regarding changes in personnel and additions to the staff.

To provide for the orientation of new staff members and for the in-service training and professional growth of the faculty.

To work with the college faculty and architect in planning new facilities for the college.

Delegated Responsibilities

To coordinate the work of the various divisions and services of the college and to promote a harmonious working relationship among all members of the college community. This shall include all support services to students and faculty; general maintenance, safety and security; financial accounting.

The foregoing example is drawn from "Presidential Search," *op. cit.* In some cases, the part called "Delegated Responsibilities" is taken from the president and a new post, called "Provost," is created. (Vide *College Management*, May, 1971)

COUNSELOR

Specific Responsibilities

Performs individual vocational, academic, and personal counseling for students.
Recognizes needs for psychiatric treatment.
Administers intelligence, aptitude, and interest tests.
Serves as academic advisor to students on probation.

Program Responsibilities

Acts as counseling specialist in one of the following: financial aids, foreign students, minority students, on- and off-campus employment, housing, volunteer services, occupational planning.

Conducts research and evaluation of counseling program.

Staff Responsibilities

Provides information to instructional staff for the improvement of instruction.

The foregoing was paraphrased from "Student Services at Skagit Valley College," *op. cit.*

PROGRAM MANAGER (SYSTEMS-STYLE)

Planning Tasks

Determining program objectives.
Evaluating the program.
Initiating program improvement.

Organizing of Common Procedures

Operating office and teaching facility.
Acting as liason between the program and other parts of the college; also off-campus.
Working with program advisory board.
Defining program-entry requirements.

Staffing

Determination of manpower needs.
Recruits, trains, supervises: subordinate instructors, interns, student assistants, volunteers.

Financial

Determines program's financial requirements.
Requisitions funds through established channels.
Seeks additional funds through grants, etc.
Maintains financial records for the program.

Logistic

Determines space, equipment, materials needed for program.
Requisitions.
Acquires through other channels in case of administrative failure.
Maintains security.

From the junior author's formal job description. Note that tasks are grouped under five categories typical of managerial task lists.

OMBUDSMAN

Hears complaints regarding the institution or its constituent parts.

Investigates facts, rules, and policies relevant to such complaints.

If the investigation reveals a violation of the rules, the Ombudsman initiates such actions as are necessary to stop official violations.

If the investigation reveals conflicts or inadequacies in the rules and policies, he initiates, through established procedure, such modifications are required to make adjustment.

And if the investigation reveals serious misunderstanding on the part of the complainant, the Ombudsman seeks to educate and reconcile him.

From the junior author's scrap-heap, *op. cit.*

FACULTY MEMBER, COLLEGE OR UNIVERSITY

Prepares and delivers lectures to students.

Compiles bibliographies of specialized materials for outside reading assignments.

Stimulates class discussions.

Compiles, admin sters, and grades examinations or assigns this work to others.

Also extracted and paraph:ased from the DOT, *op. cit.*

APPENDIX V

Functional Categories—Examples

CATEGORY 1: Service and Management Functions for the Total Institution

Major Jobs:

President
Provost
Dean of Instruction
Dean of Faculty
Dean of Students
Librarian
Registrar
Director of Admissions
Director of Extension
Director of Public Relations
Director of Institutional Research
Data Processing Manager
Planning Coordinator
Ombudsman
Director of Student Health
Coordinator on Minority Affairs
Business or Financial Officer
Bookstore Manager

Minor Jobs:

Advisor to Administration on Academic Discipline or Special Teaching Techniques
Assisting the librarian select books in academic field of competence
Practicing professional skills for the total institution
Public-relations activity in behalf of institution
Committee assignments related to the operation of the institution, e.g., Sabbatical Leave Committee
Advancement Committee, Discipline Committee, but only if policy-making is NOT a committee function
Advisor to student organizations of a general nature

CATEGORY 2: Management and Support of a Paticular Instructional Program or Institutional Service Activity

Major Jobs:

Department or Division Chairman
Assistant to Administrative Officer
Facility Manager
Librarian for Special Branch Collection

Minor Jobs:

Minor office supervision
Delegated program responsibilities, e.g., stock inventory, assisting the librarian to select books for program usage, disciplinary club advisor
Program internship supervision
Liason for program
Program evaluation

CATEGORY 3: Teaching

Major Jobs:

Traditional-style College Teacher
System-style Teacher
Non-instructored-style "Facilitator"
Graduate School Professor
Athletic Coach
Remedial Teacher
Drama Instructor-Director

Minor Jobs:

In-service training for professional staff
On-the-job training for subordinate staff
Internship supervisor
Demonstration teacher

CATEGORY 4: Advising or Counseling Students on Academic, Personal, and Vocational Problems and Opportunities

Major Jobs:

Counselor
Career Guidance Specialist
College Psychologist
Minority Counselor

Minor Jobs:

Advising students of a particular academic discipline

CATEGORY 5: Formulating Institutional Objectives and Procedures

Major Jobs:

(In an ideally democratic institution, no officer should have as a major job the formulating of policy authoritatively)

Minor Jobs:

Policy committee member (or officer)
Faculty senate member (or officer)
Locating and collating established policy
Relating program objectives to institutional policy

CATEGORY 6: Disciplinary Practice

Major Jobs:

(When considerable time is explicitly made available from appreciably diminished teaching and administrative duties)
Research scholar
Pure and applied scientific research
Artist in residence

Minor Jobs:

(When minimal time available)
Scholar
Research
Practice of arts
Practice of a technical trade

CATEGORY 7: Public Service in Behalf of the Institution

Whether public service is a major or minor job will depend on the amount of time allocated to the job. "Public service" may refer to activities within the local community or to a larger public: state, national, or international.

In this functional category are included all activities which extend the human and physical resources of the institution to the solution of the community problems, to recreational and cultural activities.

Examples . . .

Public lecture series
Clinics and workshops
"Hot-Lines"
Discussion groups for the community
Athletic events for the entertainment of the public

CATEGORY 8: Professional Societies

Membership in a professional society is not, strictly speaking, a contractual requirement of institutions of higher education. In many situations, however, it is "expected" and in some cases, released time is allowed key officers of such groups.

It is important to recognize that professional societies represent the role of staff members as "employees of the institution," rather than "officers of the institution" as do such bodies as Faculty Senates.

The most prominent professional societies in American higher education are:

American Association of University Professors
American Federation of Teachers (AFL-CIO)
National Faculty Association of Junior, Community, and Two-Year Colleges
Association of Higher Education

Some of the "jobs" that may occur under this category are:

Member
Local officer
Local committee member
State or national officer or committee member

CATEGORY 9:

"Moonlighting" is not part of one's institutional duties; indeed, it is frowned upon by some institutions while encouraged by others. The difference is twofold: interference with performance of duties and reinforcement of useful professional skills and knowledge.

It is wise for the well-managed professional to account for such activities because of the liability to incur a conflict of interest, as well as the need to relate these activities as closely as possible to normal institutional duties.

Examples of Such Jobs Are:

Writing a textbook
Constructing a learning device
Using one's skills as a consultant or part-time worker in industry or commerce
Reviewing books and teaching devices
Producing artistic and literary works for sale
Coaching, where ethically allowable
Live performance in drama and music

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